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ABSTRACT

This 24-item annotated bibliography discusses factors affecting reading achievement, including classroom management techniques, reading instruction, reading comprehension, teacher behavior, and beginning reading. The books, journal articles, and research reports in the annotated bibliography were published between 1963 and 1977. (RS)

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FACTORS AFFECTING READING ACHIEVEMENT:

AN ANNOTATED BIBLIOGRAPHY

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Adams, M. J., Anderson, R. C., & Durkin, D. Beginning reading: Theory and practice (Reading Education Report No. 3). Urbana, Illinois: University of Illinois, Center for the Study of Reading, November 1977.

The authors contend that there is still much to be learned about beginning reading, both in terms of what is known and what is practiced. They conclude, however, that classroom practices fail to reflect what is known. The authors discuss four major problems in beginning reading and suggest instructional practices to address these problems. The areas covered are decoding, syntax, differences between spoken and written language, semantics, and text organization.

Armbruster, B. B., Stevens, R. J., & Rosenshine, B. Analyzing content coverage and emphasis: A study of three curricula and two tests (Technical Report No. 26). Urbana, Illinois: Center for the Study of Reading, 1977.

Three nationally used third grade reading curricula and two common standardized reading tests were analyzed to discover congruencies and incongruencies in content coverage and emphasis in the teaching of reading comprehension. The authors concluded that the two standardized tests were similar but that only a small percentage of the skills emphasized in the curricula had counterparts on the standardized tests. The tests emphasized factual items entailing the location of information in presented materials, whereas two of the three curricula gave heavier emphasis to inferential comprehension skills. The authors suggest that lack of gain on reading tests

may be partially due to the lack of congruence between reading curriculum content coverage and assessment measures.

Andrews, L. Directed reading question and cognitive organizer: Comparative effect on reading comprehension. Research in the Teaching of English, 1971, 5, 79-83.

The purpose of this research was to compare the effectiveness of two types of techniques used to develop purpose for reading: The Directed Reading Question (DRQ) and a Cognitive Organizer (CO). The DRQ is a question given before the reading which directs the reader to find information. The CO gives the reader, in advance of the reading experience, general information about the topic and the sequence of details. Two groups of eleventh graders were given a pretest which showed that the two groups were not significantly different in their ability to comprehend the two samples and that the samples were at the students' instructional reading level. Results of the posttest indicated that the CO group had a mean comprehension score significantly higher than the DRQ group. This research is part of a larger body of research on advance organizers.

Brophy, J. E., & Evertson, C. M. Learning from teaching: A developmental perspective. Boston: Allyn & Bacon, 1976.

The content of this book represents the authors' research on teacher effectiveness as conducted in a study of second and third grade teachers in the Austin, Texas, Independent School District.

Teacher effectiveness was measured by teacher success in producing student learning gains on standardized achievement tests. In this regard the language arts and mathematics tests of the Metropolitan Achievement Tests were used. Chapter 4 deals specifically with the topic of classroom management. The authors define "classroom management" as planning and coordinating activities in an orderly fashion; keeping students actively engaged in lessons and seatwork activities; and minimizing disruptions and discipline problems. The authors were influenced by the earlier work of Kounin and indicate that their work strongly supports Kounin's. The authors of this study were particularly interested in student learning gains and found the following characteristics to be indications of those teachers who were more successful classroom managers:

1. Student engagement in lessons and activities was the key to successful classroom management;
2. Teachers provided effective and "automatic" mechanism for students to receive help if needed without disrupting lessons in progress;
3. Teachers developed a system with some variety for students to proceed to other work when an assignment was completed;
4. Successful teachers demonstrated greater "withitness" and seemed to monitor classroom behavior with greater awareness;
5. There was little "ripple effect" because teachers could prevent problems from spreading;
6. Successful teachers were "extremely vigilant;"
7. Transition periods between activities were more automatic and

characterized by greater smoothness; and

8. Classroom rules were well established.

Carroll, J. B. A model for school learning. Teachers College Record, 1963, 64, 723-33.

In this classic article, Carroll presented a model for learning which uses time as the measuring device in order to capitalize on the advantages of a scale with a meaningful zero point and equal units of measurement. The model can be presented as an equation:

$$\text{Degree of learning} = \frac{\text{time actually spent}}{\text{time needed}}$$

Time needed for learning comprises both the student's ability to understand instruction as well as the quality of instruction in conjunction with aptitude. Time actually spent in learning comprises the time allowed for learning and the time the learner is willing to spend in learning.

Chall, J. Learning to read: The great debate. New York: McGraw-Hill, 1967.

This book is a review of the methods and materials used in the teaching of beginning reading from 1910 to 1965. The book was inspired by the controversy initiated by Rudolf Flesch's 1955 best seller, Why Johnny Can't Read, and work for the book was

supported by funds from the Carnegie Corporation. The author's reading of the research led her to conclude that "code-emphasis" reading programs tend to produce better overall reading achievement, at least in beginning reading, than meaning-emphasis programs. The major recommendation of the book was the return to a code-emphasis approach in beginning reading.

Chall, J. C. The teaching of reading-1976. Wilson Library Bulletin, 1976, 50(9), 706-11.

Chall summarized what she believes to be the central concerns in the teaching of reading today. She noted that ten years ago, the major concern was how best to teach the beginner to read. Today educators are concerned with reading for understanding (comprehension). Other concerns are the older (college) students who have difficulty reading. Related to this is the concern for the decrease in College Board scores. Another concern is lack of agreement among researchers concerning the process of reading. She identifies two major theories, the "skills-hierarchy" and the "single stage." Views on the teaching of reading parallel these theories, although most of the teaching procedures do not stem directly from the theories. The two major types of instruction are "systematic" and "individualistic." Recent research has indicated that language development underlies reading development, and thus the child's language experiences are crucial for the development of reading.

Chomsky, C. Stages in language development and reading exposure. Harvard Educational Review, February 1972, 42(1), 1-33.

This study of language acquisition in children between the ages of six and ten indicated that, of nine complex syntactic structures, five of the structures were acquired in sequence, revealing five developmental stages in the acquisition of syntax. The nature of specific disparities between adult grammar and child grammar are discussed. The author examined the relationship between the children's exposure to written language and the rate of linguistic development. Also discussed are the relations between linguistic development, a variety of reading measures, IQ, and socio-economic status. The results showed a strong correlation between a number of the reading exposure measures and language development. This implies that wider reading should find a place in the curriculum in order that the child be exposed to a variety of language experiences.

Davis, F. B. (Ed.). The literature of research in reading with emphasis on models. New Brunswick, New Jersey: Graduate School of Education, Rutgers State University, 1971.

This literature search was a project of the Target Research and Development Program in Reading sponsored by the U. S. Office of Education. The major purpose was to identify and evaluate all significant contributions to literature in: (a) language development related to reading; (b) learning to read; and (c) the reading

process. A second objective was to describe the hypotheses and tests central to developing new research. The reviews were commissioned to recognized scholars and the result was a definitive examination of the research in reading. The review covered topics such as language models and reading, learning to read through an operant perspective, psychometric research on comprehension in reading, language socialization and learning to read, the influence on writing-system characteristics on learning to read, models of the reading process, theories of language acquisition in relation to beginning reading instruction, and modeling the effects of oral language upon reading language.

Durkin, D. Comprehension instruction--Where are you? (Reading Education Report No. 1). Urbana, Illinois: University of Illinois, Center for the Study of Reading, October 1977.

The author observed 23 classrooms (grades 3-6) in six schools to acquire some general impression of what teachers do when they teach comprehension. The conclusion was that "not much is done that could be called comprehension instruction." The author describes the activities which she observed and concludes that instruction in the intermediate grades, in general, is very poor.

Early, M. E. Important research in reading and writing. Phi Delta Kappan, 1976, 57(5), 298-301.

The author summarizes what she believes has been the significant research in reading and writing in the decade 1966-1976. Only the reading research will be referred to in this annotation. The author states that linguistics and psychology have had an important influence on reading research, and she cites the work of authors such as Frank Smith, Courtney Cazden and Kenneth Goodman. The studies on methods that pit one approach against another (e.g., U.S.O.E. First Grade Studies) have shown the teacher to be a more important variable than the approach since there was more variability within programs than between. Research has not been very helpful to teachers in the area of comprehension and the author suggests that the next major goal of reading research "must be unraveling the mysteries of comprehension."

Good, T. L., Biddle, B. J., & Brophy, J. E. Teachers make a difference. New York: Holt, Rinehart, & Winston, 1975.

The major purpose of the book is to document the fact that teachers and schools can and do make a difference in the educational progress of students. Secondary purposes were to illustrate the appropriate use of research data in improving education, to provide comprehensive coverage on major studies that have examined school effectiveness, and to present the implications for teaching practice that are drawn from recent comprehensive studies of teacher and student

behavior in classrooms. For purposes of this paper, the sections of the book that were reviewed conceatrated on the research relating teacher behavior to student outcomes.

Good, T. L., & Brophy, J. E. Looking in classrooms. New York: Harper & Row, 1973.

The authors present two very thorough chapters on classroom management. However, their presentation of techniques of classroom management is not directly tied to any research related to student gains in learning as a result of the implementation of such techniques. Chapter 6 presents management techniques which are aimed at preventing problems from emerging in the classroom, and stresses that the key to classroom management success lies in the things the teacher does ahead of time to create a good learning environment and a low potential for trouble. Preventing problems before they occur is seen as a crucial factor in classroom management success. In discussing general classroom management principles, the authors delineate the following:

1. Establishing a minimum of rules which are clearly needed and clearly presented to students;
2. Allowing students to assume responsibility for as much of the classroom management function as possible;
3. Planning to eliminate delays and student waiting time;
4. Planning appropriate independent seatwork;
5. Providing for students who need help in supportive ways;

6. Stressing desirable classroom behaviors with positive language;

7. Praising students appropriately;

8. Gaining student attention at the beginning of a lesson;

9. Moving lessons at a good pace to maintain attention;

10. Asking questions in an unpredictable fashion and maintaining variety to stimulate attention; and

11. Terminating lessons that are too lengthy.

Guthrie, J. T. Reading comprehension processes and instruction. In J. T. Guthrie (Ed.), Cognition, curriculum, and comprehension. Newark, Del.: International Reading Association, 1977.

The focus of this chapter is on implications of research for classroom practice with an emphasis on the teaching of reading comprehension. The author asks the question "Are there any messages from research for practice?" In an attempt to answer that question, the paper is organized by the following major headings: decoding for comprehension, purpose in comprehension, syntax and semantics in meaningful processing, transformation of meanings in comprehension, reading to learn, and learning to read. The author warns that implications from research practice do not automatically flow from the result of an investigation. Rather, implications and suggestions for practice must come from synthesizing information to meet particular needs.

Holzman, S., & Boes, S. Compensatory education: What works to help disadvantaged pupils. Arlington: National School Public Relations Association, 1973.

This Education U.S.A. Report summarizes eight approaches to compensatory education: Head Start, Follow Through, Post Secondary, Titles III and IV (ESEA), Migrants, Indians, and Right to Read. In the chapter titled "What works?" eight common characteristics of successful compensatory education programs are identified. These characteristics were identified by reviewing six major studies which examined various compensatory education programs. The eight characteristics are: systematic planning, clear objectives with closely related instructional techniques and materials, intensified treatment, individualization, flexibility in grouping, coordinated staff management, a structured program approach, and parental involvement. The remainder of the document describes selected programs and makes suggestions for changes in Title I funding.

Moray, G. An investigation of reading research in the intermediate grades with recommendations for classroom use. Unpublished doctoral dissertation, University of Utah, 1973.

The author reviewed the reading research in the intermediate grades in order to synthesize findings and put them into a usable form for teachers, administrators, and curriculum planners. Suggestions are made for teaching intermediate reading. The conclusions of the review are organized under four major areas and offer thirteen suggestions for the teaching of reading. The major areas are:

organizational patterns, instructional approaches and materials, program components, and reading interests.

Mason, J. M., Osborn, J. H., & Rosenshine, B. V. A consideration of skill hierarchy approaches to the teaching of reading (Technical Report No. 42). Urbana-Champaign: University of Illinois, Center for the Study of Reading, December 1977.

This report is divided into two sections. The first part examines skill hierarchies in beginning reading instruction. The second section explores what is known about skill hierarchies in reading comprehension. An historical and theoretical review of a reading skills hierarchy is presented. It appears advantageous to construct a decoding hierarchy but not a comprehension skills hierarchy. The authors suggest future experimental research on possible distinctiveness and sequencing of reading comprehension skills.

Popp, H. M., & Lieberman, M. A study of the relationship of student achievement to components of reading programs and environmental characteristics (Final Report No. 400-75-0064). Cambridge, Mass.: Harvard Graduate School of Education, May 1977.

This report examined characteristics of different reading programs in order to identify characteristics which are associated with reading achievement test gains. Data were obtained from special reading programs in 36 communities across the country. Data were collected on 6,753 students in grades 1 through 6. The focus of analysis was the low achieving reader. Results indicated four

program characteristics which were most consistently associated with gain scores of the lowest achieving students. These characteristics were:

1. Individual and small group instruction will yield higher gain scores on reading achievement tests for low achieving students;
2. Programs for low achieving children offered by reading specialists will yield greater gain scores on reading achievement tests than other programs;
3. Relevant teacher training will enhance lower achieving students gain scores in reading achievement; and
4. Parental involvement is a positive aspect of reading programs for low achieving students and Parent Advisory Councils are an effective means for involvement.

Rosenshine, B. Classroom instruction. In N. L. Gage (Ed.), The psychology of teaching methods (The seventy-fifth yearbook of the National Society for the Study of Education). Chicago: University of Chicago Press, 1976.

In this chapter, Rosenshine reviews the recent research on six variables in classroom instruction: time spent, content covered, work groupings, teacher questions, child response, and adult feedback. With respect to time, Rosenshine concludes that increased time spent in school is related to increased achievement. Time spent by teachers on interactions involving reading or mathematics was consistently, and usually significantly, related to achievement. With regard to the other variables surveyed, the following conclusions were reached:

- Content covered: an important variable that merits further study; some studies indicate that teaching method influence is mitigated by content and emphasis.

- Work groupings: positive correlations with achievement occurred for teachers working with small groups (three to seven children) or large groups (eight or more children).

- Teacher questions: results confusing.

- Child responses: child responses to direct academic questions were positively correlated with achievement, whereas responses to non-academic and open-ended questions correlated negatively.

- Adult feedback: the topic of feedback appears to be more important than the type of feedback. Feedback is not positively related to achievement whenever time is spent on non-academic (reading and math) tasks.

Siegel, M. A. Teacher behaviors and curriculum packages: Implications for research and teacher education (Technical Report No. 9). Urbana, Illinois: Center for the Study of Reading, 1976.

This paper is divided into four sections: a brief review of the research on teacher behavior within curriculum programs; a case study of the Distar instructional program, which illustrates how observational systems and measures of student gain can be used to establish relationships between instructional activities and pupil outcomes; suggestions for future research in curriculum programs; and implications of this investigation for preservice and inservice teacher education programs. The author argues that study of within-program variables can determine the effectiveness of program implementation and that this information can contribute to improved teacher training programs which can lead to better

student learning.

Simons, H. D. Reading comprehension: The need for a new perspective. Reading Research Quarterly, 1971, 6, 338-363.

The author reviews the research in reading comprehension and argues for and suggests a new perspective. The seven major approaches to comprehension which are reviewed are: the skills approach, the measurement approach, the factor analytic approach, the correlation approach, the readability approach, the introspective approach, and the models approach. The author argues that linguistic theory and psycholinguistic research provide the beginning of a theory of language comprehension which promises a new perspective on reading comprehension.

Steiner, R., Weiner, M., & Cromer, W. Comprehension training and identification in poor and good readers. Journal of Educational Psychology, 1971, 62, 506-513.

The relationship of comprehension training (providing contextual information) to identification (saying words) was investigated for 24 good and 24 poor fifth-grade readers. The subjects were tested under conditions of paragraph presentation versus single-word presentation, and comprehension training (presenting a story summary with synonyms, prior to reading) versus no comprehension training. Results indicated that poor readers not only fail to extract contextual cues essential for identification but also fail

to utilize such cues in identification even when presented with them. The poor readers, in contrast to the good readers, fail to utilize syntactic and contextual cues in the material and seem to treat words as unrelated words in a series.

Venezky, R. L. Research on reading processes: A historical perspective. American Psychologist, 1973, 32, 339-345.

This review traces the history of research on reading processes beginning with the work of experiemental psychologists in the late 1800s. The brief history stresses visual processing research, such as eye movement studies, and the related areas of word recognition and decoding. The author argues that between 1908 and 1950 most basic research in reading processes was abandoned because of the difficulty in obtaining funding to support research. Since the late 1950s, with the passage of the Cooperative Research Act of 1954, psychologists and linguists have returned to the study of reading processes. The author claims that most present-day studies on reading processes are motivated toward the construction of information-processing models for visual processing rather than by an interest in reading per se. Most of the studies are conducted with adults in laboratory settings and the investigations do not, within themselves, answer instructional questions. For these reasons, the author feels there will continue to be a chasm between research results and reading instruction.

Wiley, D. E., & Harnischfeger, A. Explosion of a myth: Quantity of schooling and exposure to instruction, major educational vehicles Educational Researcher, 1974, 3, 7-12.

Taking the position that the amount of schooling does have an effect on pupil achievement, the authors suggest the need for research in order to determine the precise correlation between a particular amount of schooling and student achievement. The authors delineate the following as variables that must be taken into account within the construct "schooling". length of school year, length of school day, teacher use of available time, student use of time available, and the actual time needed by a particular student to master a particular task. The authors demonstrate their point of view by citing a study conducted in the Detroit Metropolitan Area of sixth-graders in 40 schools. On the basis of this particular study the authors concluded that in schools where students receive 24 percent more schooling, they will increase their average gain in reading comprehension by two-thirds and their gain in mathematics and verbal skills by more than one-third. It appears to the authors, therefore, that the amount of schooling a child receives is a highly relevant factor for his achievement. The authors further suggest that these findings have tremendous implications for school policy decisions and for strategies to insure equality of educational opportunity to all students throughout the country.